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ABSTRACT

The state of Colorado has set forth five content standards for visual arts education in its public schools: (1) students will recognize and use the visual arts as a form of communication; (2) students will know and apply elements of art, principles of design, and sensory and expressive features of visual arts; (3) students will know and apply visual arts materials, tools, techniques, and processes; (4) students will relate the visual arts to various historical and cultural traditions; and (5) students will analyze and evaluate the characteristics, merits, and meaning of works of art. Suggested grade level expectations are listed for each standard for each grade, K-8, and are listed collectively for grades 9-12. (BT)

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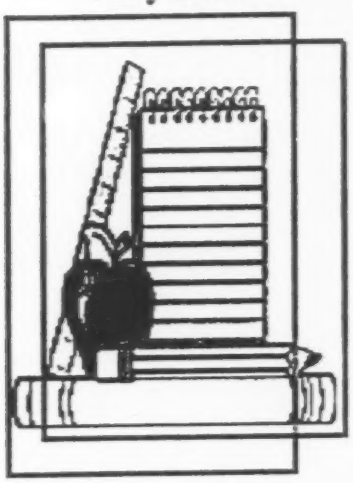
Colorado Model Content Standards For Visual Arts

Suggested Grade Level Expectations

May 2000



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KINDERGARTEN

Standard 1: Students recognize and use the visual arts as a form of communication.

Standard 2: Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

Standard 3: Students know and apply visual arts materials, tools, techniques, and processes.

Standard 4: Students relate the visual arts to various historical and cultural traditions.

Standard 5: Students analyze and evaluate the characteristics, merits, and meaning of works of art.

Suggested Grade Level Expectations

Note: The following sample grade level expectations describe what visual learning may be expected for each grade level. The content standard(s) addressed by each expectation will be notated as follows: S1 = Standard 1, S2 = Standard 2, etc.

- ***Kindergarten students will:***
- Create a work of art which commemorates a personal event.(S=1)
- Explain how a work of art makes them feel. (S=1)
- Use problem-solving skills in making art.(S=1)
- Recognize and apply the *Principles of Design* (S2)
  - *Contrast*
  - *Rhythm*
  - *Repetition*
  - *Pattern*
  - *Size relationships*
- Recognize and apply the *Elements of Art* (S2)
  - *Lines*
    - Types- straight, curved, zigzag, wavy
  - *Shapes*
    - Types -geometric - square, circle, rectangle, oval, triangle, organic shapes
    - Variation of size- curved, zigzag, wavy, thick and thin
  - *Texture*
    - Types - tactile (rough, smooth, hard)
  - *Space* - overlapping, close and far
  - *Color* - primary
  - *Value* - light and dark

- Manipulate lines and shapes by a variety of materials and tools in artwork. (S=3)
- Construct a three-dimensional form. (S=3)
- Create a print using found objects. (S=3)
- Follow directions for the safe use of tools, materials and procedures. Wear appropriate protection such as smocks, safety glass, gloves and hair ties when necessary. When appropriate, pass a safety assessment. (S=3)
- Discuss familiar objects from today and long ago. (S=4)
- After reading literature or folktales from a variety of cultures, create an illustration. (S=4)
- Discuss artwork and identify the subject matter.(S=5)
- Select from a series of artworks a personal preference. (S=5)

FIRST GRADE

Standard 1: Students recognize and use the visual arts as a form of communication.

Standard 2: Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

Standard 3: Students know and apply visual arts materials, tools, techniques, and processes.

Standard 4: Students relate the visual arts to various historical and cultural traditions.

Standard 5: Students analyze and evaluate the characteristics, merits, and meaning of works of art.

Suggested Grade Level Expectations

Note: The following sample grade level expectations describe what visual learning may be expected for each grade level. The content standard(s) addressed by each expectation will be notated as follows: S1 = Standard 1, S2 = Standard 2, etc.

- *First grade students will:*
- Create art to communicate real and imaginary sources. (S=1)
- Create works of art inspired by spoken and written stories and poems.(S=1)
- Recognize that there are various solutions to a single art problem. (S=1)
- Recognize and apply the *Principles of Design* (S2):
  - *Contrast*
  - *Rhythm*
  - *Repetition*
  - *Pattern (simple and complex)*
  - *Size relationships*
  - *Balance* (symmetry)
- Recognize and apply the *Elements of Art* (S2)
  - *Lines* -Types- straight, curved, zigzag, wavy, horizontal, vertical, diagonal
    Variation - width and length, thick and thin
  - *Shapes* - Types-square, circle, rectangle, oval, triangle, organic, curved, zigzag, wavy, open and closed
    Variation - size
  - *Texture* - Types - tactile (rough, smooth, hard)
  - *Space* - Types - overlapping, close and far
  - *Color* - Types - primary, secondary
    Schemes - warm and cool, light and dark,

Concepts - color wheel
Value - Types - light and dark

- Use clay to a create a three-dimensional, representational form. (S=3)
- Paint and draw on different types of paper. (S=3)
- Create a print (e.g. monoprint or block print.) (S=3)
- Recognize the difference between two-dimensional and three-dimensional art. (S=3, S=5)
- Follow directions for the safe use of tools, materials and procedures. Wear appropriate protection such as smocks, safety glass, gloves and hair ties when necessary. When appropriate, pass a safety assessment. (S=3)
- Identify and talk about art in their community. (S=4)
- Recognize that there are cultures that exist besides their own. (S=4)
- Recognize that all cultures create works of art. (S=4)
- Identify the subject matter in a work of art. (S=5)
- Describe likes or dislikes about a work of art and explain why. (S=5)
- Identify the lines, shapes and colors found in a work of art. (S=5)
- Share personal opinions about what art is and what purpose art serves. (S=5)

SECOND GRADE

Standard 1: Students recognize and use the visual arts as a form of communication.

Standard 2: Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

Standard 3: Students know and apply visual arts materials, tools, techniques, and processes.

Standard 4: Students relate the visual arts to various historical and cultural traditions.

Standard 5: Students analyze and evaluate the characteristics, merits, and meaning of works of art.

Suggested Grade Level Expectations

Note: The following sample grade level expectations describe what visual learning may be expected for each grade level. The content standard(s) addressed by each expectation will be notated as follows: S1 = Standard 1, S2 = Standard 2, etc.

Second grade students will:

- Illustrate a scene from a myth or a story. (S=1)
- Create art to communicate real and imaginary sources. (S=1)
- Create works of art inspired by spoken and written stories and poems.(S=1)
- Recognize that there are various solutions to a single art problem. (S=1)
- Incorporate unanticipated results into works of art. (S=1)
- Recognize and apply the *Principles of Design* (S2):
  Rhythm
  Repetition
  Pattern (simple and complex)
  Proportion
  Size relationships
  Balance (symmetry)
- Recognize and apply the *Elements of Art* (S2)
  Lines - Types - straight, curved, zigzag, wavy, horizontal, vertical, diagonal, spiral, broken, horizon
  Variation - width and length, depth, thick and thin
  Shapes - Types - geometric - square, circle, rectangle, oval, triangle

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organic shapes - (variation of size) open and closed

Form -Types -geometric, sphere, organic

Texture - Types - tactile (rough, smooth, hard, soft, variation)

Space - Types - actual and implied

Concepts -overlapping, object size, positive and negative, empty and full, close and far, point of view- foreground, middleground, background

Color - Schemes - primary, secondary, warm and cool

Concepts - light and dark, color wheel concept

Value - Types - light and dark

- Create a three dimensional sculpture that communicates movement. (S=1, S=3)
- Create a two-dimensional artwork using overlapping to create the illusion of depth (e.g. collage or mixed media.) (S=3)
- Create a simple print (e.g. monoprint or block print.) (S=3)
- Create a weaving from a variety of materials. (S=3)
- Follow directions for the safe use of tools, materials and procedures. Wear appropriate protection such as smocks, safety glass, gloves and hair ties when necessary. When appropriate pass a safety assessment. (S=3)
- Talk about artists and art styles from various cultures. (S=4)
- Demonstrate how artists use art to share experiences. (S=4)
- Become familiar with names of artists. (S=4)
- Describe the lines, shapes and colors that they find in a work of art. (S=5)
- Describe the mood or feeling in a work of art. (S=5)

THIRD GRADE

Standard 1: Students recognize and use the visual arts as a form of communication.

Standard 2: Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

Standard 3: Students know and apply visual arts materials, tools, techniques, and processes.

Standard 4: Students relate the visual arts to various historical and cultural traditions.

Standard 5: Students analyze and evaluate the characteristics, merits, and meaning of works of art.

Suggested Grade Level Expectations

Note: The following sample grade level expectations describe what visual learning may be expected for each grade level. The content standard(s) addressed by each expectation will be notated as follows: S1 = Standard 1, S2 = Standard 2, etc.

Third grade students will:

- Recognize that artists apply innovative solutions to solve visual problems. (S=1)
- Create a work of art based upon an interpretation of a sensory experience. (S=1)
- State the rationale for the choices or options selected in resolving the artistic problem. (S=1)
- Recognize that there are various solutions to a single art problem. (S=1)
- Create art to communicate real and imaginary sources. (S=1)
- Create works of art inspired by spoken and written stories and poems.(S=1)
- Recognize and apply the *Principles of Design* (S2):
  - *Contrast*
  - *Rhythm* (regular, random, alternating)
  - *Repetition*
  - *Pattern* (simple and complex)
  - ***Proportion*** (size relationships)
  - *Balance* (symmetry)
- Recognize and apply the *Elements of Art* (S2)
  - *Lines* -Types - straight, curved, zigzag, wavy, horizontal, vertical, diagonal, spiral, horizon, contour, broken

Variation - width and length, depth, thick and thin

Shapes -Types - geometric - square, circle, rectangle, oval, triangle
organic shapes - free-form, open and closed, simple and complex

Form - Types - geometric, sphere, organic
Variation - length, width, depth, thick and thin, simple and complex

Texture - Types - visual and tactile
Variation - rough, smooth, hard, soft,

Space - Types - actual and implied
Concepts - overlapping, object size, positive and negative, empty and full, close and far, point of view- foreground, middleground, background, composition

Color - Types - primary, secondary, intermediate, neutral
Schemes - complementary, warm and cool
Concepts - color wheel, hue, opaque, transparent

Value - Types - light, medium and dark

- Create a two-dimensional artwork that demonstrates an understanding of depth (e.g. foreground, middleground, background.) (S=3)
- Construct a three-dimensional piece of artwork using found objects. (S=3)
- Explore different techniques and materials to create a weaving. (S=3)
- Follow directions for the safe use of tools, materials and procedures. Wear appropriate protection such as smocks, safety glass, gloves and hair ties when necessary. When appropriate pass a safety assessment. (S=3)
- Describe artworks with a similar theme from different time periods. (S=4)
- Make observations about the lives and times of artists by looking at their work. (S=4)
- Describe how art is a historical record. (S=4)
- Become familiar with names of artists and examples of their art. (S=4)
- Identify themes in art such as portraits, landscapes and still lives. (S=4)
- Recognize some Elements and Principles of design in a work of art.(S=5)
- Distinguish between realistic or non-realistic art. (S=5)
- Use selected criteria as the basis of making judgments about works of art. (S=5)
- Develop and describe personal reasons for valuing works. (S=5)

FOURTH GRADE

Standard 1: Students recognize and use the visual arts as a form of communication.

Standard 2: Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

Standard 3: Students know and apply visual arts materials, tools, techniques, and processes.

Standard 4: Students relate the visual arts to various historical and cultural traditions.

Standard 5: Students analyze and evaluate the characteristics, merits, and meaning of works of art.

Suggested Grade Level Expectations

Note: The following sample grade level expectations describe what visual learning may be expected for each grade level. The content standard(s) addressed by each expectation will be notated as follows: S1 = Standard 1, S2 = Standard 2, etc.

Fourth grade students will:

- State the rationale for the choices or options selected in resolving the artistic problem. (S=1)
- Create a work of art based upon an interpretation of a sensory experience. (S=1)
- Recognize that there are various solutions to a single art problem. (S=1)
- Create art to communicate real and imaginary sources. (S=1)
- Create works of art inspired by spoken and written stories and poems.(S=1)
- Use brainstorming as a mean to generate ideas for work of art. (S=1)
- **Use various art techniques and media to communicate ideas and feelings.. (S=1)**
- Recognize and apply the *Principles of Design* (S2):
  Contrast
  Rhythm (regular, random, alternating)
  Repetition
  Pattern (simple and complex)
  Proportion (size, relationships, exaggeration)
  Balance (asymmetry and symmetry, radial)
  Emphasis (focal point)

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- Recognize and apply the *Elements of Art* (S2)
  - *Lines* - Types -straight, curved, zigzag, wavy, horizontal, vertical, diagonal, spiral, horizon, contour, broken
    Variation - width and length, depth, thick and thin
  - *Shapes* - Types - geometric - square, circle, rectangle, oval, triangle
    organic shapes - free-form, open and closed, simple and complex
  - *Form* - Types -geometric, sphere, organic
    Variation - size, length, width, depth, thick and thin, simple and complex
  - *Texture* - Types - visual and tactile
    Variation - rough, smooth, hard, soft
  - *Space* -Types - actual and implied
    Concepts - overlapping, object size, positive and negative, empty and full, near and far, point of view- foreground, middleground, background, composition
  - ***Color*** -Types - primary, secondary, intermediate, neutral
    Schemes - monochromatic, complementary, warm and cool
    Concepts - color wheel, hue, value, opaque, transparent
  - *Values* - Types- light, medium and dark

- Create a contour line drawing using a variety of drawing materials and tools. (S=3)

- Make appropriate choices with building techniques to create a three-dimensional artwork. (S=3)

- Utilizing a variety of brushstrokes, paint a two-dimensional painting. (S=3)

- Become familiar with the process of printing with a press. (S=3)

- Create a textile with different types of textiles and a variety of materials. (S=3)

- Follow directions for the safe use of tools, materials and procedures. Wear appropriate protection such as smocks, safety glass, gloves and hair ties when necessary. When appropriate pass a safety assessment. (S=3)

- Compare and contrast artwork of different times and places. (S=4)

- Use historical and cultural themes as a basis for creating art. (S=4)

- Become familiar with names of artists and their art style. (S=4)

- Use art vocabulary and terminology to describe artworks. (S=5)

- Compare and contrast how feelings and attitudes change when looking at various works of art. (S=5)

- Use selected criteria as the basis of making judgments about works of art. (S=5)

- Defend personal preference a favorite work of art. (S=5)
- Develop and describe personal reasons for valuing works. (S=5)

FIFTH GRADE

Standard 1: Students recognize and use the visual arts as a form of communication.

Standard 2: Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

Standard 3: Students know and apply visual arts materials, tools, techniques, and processes.

Standard 4: Students relate the visual arts to various historical and cultural traditions.

Standard 5: Students analyze and evaluate the characteristics, merits, and meaning of works of art.

Suggested Grade Level Expectations

Note: The following sample grade level expectations describe what visual learning may be expected for each grade level. The content standard(s) addressed by each expectation will be notated as follows: S1 = Standard 1, S2 = Standard 2, etc.

Fifth grade students will:

- Use brainstorming as a mean to generate ideas for work of art. (S=1)
- Recognize that artists apply innovative solutions to solve visual problems. (S=1)
- Create a work of art based upon an interpretation of a sensory experience. (S=1)
- State the rationale for the choices or options selected in resolving the artistic problem.(S=1)
- Recognize that there are various solutions to a single art problem. (S=1)
- Create art to communicate real and imaginary sources. (S=1)
- Create works of art inspired by spoken and written stories and poems.(S=1)
- Recognize and apply the *Principles of Design* (S2):
  Contrast
  Rhythm (regular, random, alternating)
  Repetition
  Pattern (simple and complex)
  Proportion (human, size relationships, exaggeration)
  Balance (asymmetry and symmetry, radial)
  Emphasis (focal point)
- Recognize and apply the *Elements of Art* (S2):

Lines -Types - straight, curved, zigzag, wavy, horizontal, vertical, diagonal, spiral, horizon, contour, gesture, broken
Variation - width and length, depth, thick and thin, relationship -intersect, perpendicular, parallel

Shapes - Types - geometric - square, circle, rectangle, oval, triangle
organic shapes - free-form, open and closed, simple and complex
Variation - size

Form - Types - geometric, sphere, cube, box, pyramid, cone, organic
Variation - length, width, depth, thick and thin, simple and complex

Texture - Types - visual and tactile
Variation - rough, smooth, hard, soft

Space - Types - actual and implied
Concepts -overlapping, object size, positive and negative, empty and full, near and far, point of view- foreground, middleground, background composition

Color -Types - primary, secondary, intermediate, neutral
Schemes - monochromatic, complementary, warm and cool, analogous
Concepts - color wheel, hue, value, opaque, transparent, tints and shades

Value - Types - value scale, light, medium and dark

- Select colored pencils, chalk or oil pastels to create a two dimensional piece. (S=3)
- Using wire, create a gestural sculpture. (S=3)
- Use a computer and peripherals to manipulate and create artwork. (S=3)
- Follow directions for the safe use of tools, materials and procedures. Wear appropriate protection such as smocks, safety glass, gloves and hair ties when necessary. When appropriate pass a safety assessment. (S=3)
- Recognize the role of visual art in other cultures.(S=4)
- Identify various art forms (e.g.. architecture, folk arts and crafts) from historical periods. (S=4)
- Become familiar with names of artists, their art style and time period. (S=4)
- Compare and contrast various Elements of Art used in different works of art. (S=5)
- Identify expressive qualities in a work of art. (S=5)
- Use selected criteria as the basis of making judgments about works of art. (S=5)
- Using their own artwork or works of other, write a statement which explains how the artist's feelings are portrayed visually. (S=1)

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- Describe a valued object within the culture of today in terms of personal aesthetic preferences. (S=5)

- Develop and describe personal reasons for valuing works. (S=5)

SIXTH GRADE

Standard 1: Students recognize and use the visual arts as a form of communication.

Standard 2: Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

Standard 3: Students know and apply visual arts materials, tools, techniques, and processes.

Standard 4: Students relate the visual arts to various historical and cultural traditions.

Standard 5: Students analyze and evaluate the characteristics, merits, and meaning of works of art.

Suggested Grade Level Expectations

Note: The following sample grade level expectations describe what visual learning may be expected for each grade level. The content standard(s) addressed by each expectation will be notated as follows: S1 = Standard 1, S2 = Standard 2, etc.

- *Sixth grade students will:*
- Maintain a sketchbook journal of ideas and writings to use as a resource and planning tool. (S=1)
- Using their own artwork or works of other, write a statement which explains how the artist's feelings are portrayed visually. (S=1)
- Identify how the belief systems of a viewer may influence the interpretation of works of art.(S=1)
- Create a work of art based upon an interpretation of a sensory experience. (S=1)
- State the rationale for the choices or options selected in resolving the artistic problem.(S=1)
- Recognize that there are various solutions to a single art problem. (S=1)
- Create art to communicate real and imaginary sources. (S=1)
- Create works of art inspired by spoken and written stories and poems.(S=1)
- Recognize and apply the *Principles of Design* (S2):
  Contrast (variation of elements)
  Rhythm (progressive, regular, random, alternating)
  Repetition
  Pattern (simple and complex)

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Proportion (human, realistic, size relationship, exaggeration)
Balance (asymmetry and symmetry, radial)
Emphasis (focal point)

- Recognize and apply the *Elements of Art* (S2)
  Lines - Types -straight, curved, zigzag, wavy, horizontal, vertical, diagonal, spiral, horizon, contour, gesture, direction, angularity, broken
  Variation - width and length, depth, thick and thin, relationship - intersect, perpendicular, parallel
  Shapes - Types -geometric - square, circle, rectangle, oval, triangle
  Organic shapes - free form, open and closed, simple and complex, silhouette, symbols
  Variation - size
  Form - Types - geometric - sphere, cube, box, pyramid, cone
  Organic
  Variation - volume, mass, length, width, depth, thick and thin, simple and complex, functional, non-functional
  Texture - Types - visual and tactile
  Variation - rough, smooth, hard, soft, raised, lowered, matted, glossy, actual and implied
  Space - Types - actual and implied
  Concepts -overlapping, object size, positive and negative, empty and full, near and far, point of view, foreground, middleground, background composition
  Color - Types -primary, secondary, intermediate, neutral
  Schemes - complementary, warm and cool, analogous
  Concepts - color wheel, hue, value, opaque, transparent, tone
  Value -Types - value scale, light, medium, dark, highlights and shadows

- Using paper mache in an additive method, create a figurative sculpture. (S=3)

- Create a composition using linear perspective. (S=3)

- Utilizing positive and negative space, create a linoleum print. (S=3)

- Use a computer and peripherals to manipulate and create artwork. (S=3)

- Follow directions for the safe use of tools, materials and procedures. Wear appropriate protection such as smocks, safety glass, gloves and hair ties when necessary. When appropriate pass a safety assessment. (S=3)

- Identify unique features of particular art styles and movements.(S=4)

- Observe and discuss the use of indigenous materials in various art forms used in other cultures. (S=4)

- Predict outcomes if the elements of design or the materials were altered in a particular work of art. (S=5)

- Use selected criteria as the basis of making judgments about works of art. (S=5)

- Use selected criteria as the basis of making judgments about works of art. (S=5)

- Predict outcomes if the elements of design or the materials were altered in a particular work of art. (S=5)

- Apply the four steps of art criticism 1.) describe 2.) analyze the work in terms of elements and design principles, 3.) interpret the work in terms of ideas and emotions, and 4.) judge the work as to its success both technically and in either communicating an idea, an emotion, or fulfilling a practical purpose. (S=5)

- Develop and describe personal reasons for valuing works. (S=5)

SEVENTH & EIGHTH GRADE

Standard 1: Students recognize and use the visual arts as a form of communication.

Standard 2: Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

Standard 3: Students know and apply visual arts materials, tools, techniques, and processes.

Standard 4: Students relate the visual arts to various historical and cultural traditions.

Standard 5: Students analyze and evaluate the characteristics, merits, and meaning of works of art.

Suggested Grade Level Expectations

Note: The following sample grade level expectations describe what visual learning may be expected for the secondary level. The expectations from sixth grade are the assumed starting point for the secondary level.

The content standard(s) addressed by each expectation will be notated as follows: S1 = Standard 1, S2 = Standard 2, etc.

- *Seventh and eighth grade students will:*
- Will maintain a sketchbook journal of ideas and writings to use as a resource and planning tool. (S=1)
- Develop ideas for works of art by conducting research and making preliminary sketches or models. (S=1)
- Using their own artwork or works of other, write a statement which explains how the artist's feelings are portrayed visually. (S=1)
- Generate questions and possible answers to questions about works of art. (S=1, S=5)
- Describe ways that social and cultural beliefs can affect responses to works of art. (S=1, S=5)
- Identify the role of the artist in mass media. (S=1, S=3)
- Identify how the belief systems of a viewer may influence the interpretation of works of art.(S=1)
- Use brainstorming as a mean to generate ideas for work of art. (S=1)
- Recognize and apply the *Principles of Design* (S=2):
  Contrast (variation of elements)

Rhythm (irregular, regular, random, alternating, progressive, flowing)
Movement (center of interested, illusion of action)
Repetition (kinetic)
Pattern (simple and complex)
Proportion (human, realistic, size relationship, exaggeration, golden mean, abstraction)
Balance (asymmetry and symmetry, radial, formal and informal)
Emphasis (focal point, placement, framing, simple and complex, isolation, rule of thirds)
Unity (continuity)

- Recognize and apply the *Elements of Art* (S=2)
  Line - Types -mechanical and lyrical
  Concepts - expressive, implied, leading
  Shape - Types -geometric – ellipse - organic - biomorphic
  Concepts - abstract, expressive, symbolic, dynamic
  Form - Types - actual, illusionary
  Texture
  Space
  Color - Concepts - advanced and recede, psychological, symbolic, realistic
  Value - Concepts - gradation, high / low key, reflected

- Using a variety of materials (e.g. charcoal, oil pastels, paintbrush), create a figurative drawing using highlights. (S=3)

- Create a sculpture piece using a subtractive technique. (S=3)

- Utilizing colored inks, create a linoleum or woodblock print. (S=3)

- Using two point perspective, create an architectural scene. (S=3)

- Use a computer and peripherals to manipulate and create artwork. (S=3)

- Follow directions for the safe use of tools, materials and procedures. Wear appropriate protection such as smocks, safety glass, gloves and hair ties when necessary. When appropriate pass a safety assessment. (S=3)

- Examine and discuss artwork created as a social comment or to protest social conditions. (S=4)

- Identify major works of art by diverse groups of people (e.g.. women, ethnic cultures or outsider art). (S=4)

- Use selected criteria as the basis of making judgments about works of art. (S=5)

- Predict outcomes if the elements of design or the materials were altered in a particular

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work of art. (S=5)

- Apply the four steps of art criticism 1.) describe 2.) analyze the work in terms of elements and design principles, 3.) interpret the work in terms of ideas and emotions, and 4.) judge the work as to its success both technically and in either communicating an idea, an emotion, or fulfilling a practical purpose. (S=5)

- Participate in a debate regarding the purposes, values and meaning in works of art. (S=5)

GRADES NINE THROUGH TWELVE

Standard 1: Students recognize and use the visual arts as a form of communication.

Standard 2: Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

Standard 3: Students know and apply visual arts materials, tools, techniques, and processes.

Standard 4: Students relate the visual arts to various historical and cultural traditions.

Standard 5: Students analyze and evaluate the characteristics, merits, and meaning of works of art.

Suggested Grade Level Expectations

Note:
*The following sample grade level expectations describe what visual learning may be expected for the secondary level. The expectations from sixth grade are the assumed starting point for the secondary level.
*The content standard(s) addressed by each expectation will be notated as follows: S1 = Standard 1, S2 = Standard 2, etc.

High School students will:

- Investigate and sequence multiple visual solutions to a given problem making revisions and articulating the rationale for the best solution. (S=1)
- Identify how the belief systems of a viewer may influence the interpretation of works of art.(S=1)
- Use brainstorming as a mean to generate ideas for work of art. (S=1)
- Describe ways that social and cultural beliefs can affect responses to works of art. (S=1)
- Describe the role of mass media in influencing preferences, perception and communication. (S=1)
- Identify the issues to be addressed within their own artwork.(S=1)
- Will maintain a sketchbook journal of ideas and writings to be used as a resource and planning tool. (S=1)
- Using their own artwork or works of other, write a statement which explains how the artist's feelings are portrayed visually. (S=1)

- Recognize and apply the *Principles of Design* (S=2):
  - *Contrast* - Types - variation of elements
    materials
  - *Rhythm* - Types - irregular, regular, random, alternating, progressive, flowing
    Concepts - motif, tessellation
  - *Movement* - Types - center of interest, implied, kinetic
  - *Repetition* - Variation - directional, leading line, sequential, static, dynamic
  - *Pattern* - Types - simple and complex
  - *Proportion* - Type - human, realistic, size relationship, exaggeration, golden mean, abstraction
    Concepts -size /scale, human, abstract, golden mean, relationships
  - *Balance* - Types -asymmetry and symmetry, radial, formal and informal
    Concept - tension
  - *Emphasis* - Types - focal point, placement, framing, simple and complex, isolation
    rule of thirds, subordinate
  - *Unity* - Types - continuity, proximity

- Recognize and apply the *Elements of Art* (S=2):
  - *Line* - Types- mechanical, calligraphic, blurred
    Concepts -
    weight
    directional
    expressive
    implied
    leading
  - *Shape* - Types -
    geometric - ellipse
    organic - biomorphic
    Concepts -
    silhouette
    abstract
    representational
    expressive
    symbolic
    dynamic
    non-objective
  - *Form* -Types -
    actual
    implied
    Variation -
    volume / mass
    functional/ non-functional
  - *Texture*
  - *Space* - Concepts -
    positive/negative

angle-of-view
picture plane (format)

Color -Types -
tertiary

Schemes -
monochromatic
complementary
analogous
warm and cool
arbitrary
local

Concepts-
color wheel
hue
intensity
tint, tone, shade

Expressive -
psychological
symbolic

Value - Concepts-
value scale
gradation
high / low key
lighting

- Refine skills to create an original artwork using a variety of techniques, tools and media (e.g. design, drawing, painting, sculpture, ceramics, computer graphics, video, photography, jewelry, printmaking, fibers.) (S=3)

- Follow directions for the safe use of tools, materials and procedures. Wear appropriate protection such as smocks, safety glass, gloves and hair ties when necessary. When appropriate pass a safety assessment. (S=3)

- Identify a universal concepts expressed in art in visual and written form. (S=4)

- Compare and contrast the purposes of art from major time periods and cultures. (S=4)

- Identify an artist who has achieved notoriety and recognize ways that his or her work reflects, plays a role and influences culture. (S=4)

- Use selected criteria as the basis of making judgments about works of art. (S=5)

- Predict outcomes if the elements of design or the materials were altered in a particular work of art. (S=5)

- Apply the four steps of art criticism 1.) describe 2.) analyze the work in terms of

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elements and design principles, 3.) interpret the work in terms of ideas and emotions, and 4.) judge the work as to its success both technically and in either communicating an idea, an emotion, or fulfilling a practical purpose. (S=5)

- Analyze factors leading to a successful resolution of an artistic problem.(S=5)
- Discuss art from a variety of aesthetic stances, formalism, expressionism, multiculturalism, feminism, imitationalism, contextualism. (S=5)